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THE ROLE OF PUNISHMENT IN MANAGING DISCIPLINE:

Best Practices and Lessons Learned

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Best Practices and Lessons Learned

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**“Whoever loves discipline, loves knowledge”
Proverb 12:1**

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Abstract:

Now more than ever Capeverdean teachers are faced with student acts of violence which reverberate to the outer limits of our society at large. These situations have caused teachers to reflect upon their roles as educator and “promoter” of discipline. Some are even questioning their effectiveness in this process as they are challenged to discover if they are in the right place.

How do teachers manage discipline? In the past, punishment was the rule of thumb and to some extent remains the measure of choice. But is this the most effective form of behavior management? What is the relationship between punishment and corrective behavior? This paper will discuss the affect that punishment has on the learning process as it attempts to suggest strategies in managing discipline with the objective of creating an effective learning environment .

Introduction:

One of the major problems concerning teaching is classroom management. Classroom management is a composite of structure and organization, where strategies are put in place to effectively manage a fifty minute “eternity”. That is to say, there are many factors that contribute to successful classroom management. Teachers who are successful do not only respond properly when problems occur, but prevent problems before they arise. These teachers are proactive instead of reactive (Classroom Management Technology Tools, np). Therefore a good manager must insightfully pull from teaching methodology, classroom techniques and creative activities to produce a meaningful lesson. Within this scenario, the teacher facilitates the students’ learning experience by creating an environment conducive to success. It is here that the question of discipline either works for or against the learning aims.

Teachers need to be able to effectively manage discipline. This can only happen if discipline is defined in common terms. Manuela Santos Gomes in her 2006 thesis entitled Lack of discipline in Capeverdean Secondary Schools: Defining Discipline and Developing Preventive and Management Strategies, stated:

“There are many definitions of “Discipline” used by teachers. This in itself suggests a problem. If neither teachers nor students agree on what discipline is, how can they work together toward a desired end? If expectations vary without a common point of reference, the term becomes ambiguous and hard to get a handle on” (Gomes, 2006, p. 10).

Here Ms Gomes focuses on the lack of a common definition that can be referenced by students, teachers, administrators, and the education community at large serving as a “compass” in directing all towards the same goal. This is one of the factors that makes managing discipline difficult. Ms Gomes goes on to say that beyond the lack of a common definition, the lack of established internal rules that are understood, enforced and obeyed within the school community makes discipline all but impossible to manage (Gomes, 2006, p.33).

These two factors play an important role in creating a proactive platform for managing discipline. Consequently, teachers choose the most appropriate response to correcting student behavior. Yet teachers remain uncertain on best practices that work within their own school community. The problem is so serious that there are many teachers who leave their careers because they think that they are not able to control their classes or to maintain discipline in the

classrooms (Gazin, 2006, np). They don't know how to deal with certain kinds of students and situations. They don't know the right techniques, methods and procedures to use (Arends, 1999). Whereas the majority of teachers are seeking the same goal "a positive learning environment" their methods are diverse running the gamut from punishment to a proactive system of rewards.

Punishment has been used from time in memoriam as a way to correct behavior and is sanctioned throughout history by the most well read literature, including the Bible. Teachers continue to use punishment, even corporal punishment but how effective is it? This paper has as its thesis question: what is the relationship between punishment and corrective behavior?

This paper will attempt to explore if there is a direct and effective relationship between punishment and corrective behavior. To do this, it has been divided into five chapters: literature review, research methodology, research analysis, recommendations and conclusion. The literature review will present learned opinions on how punishment has been used in schools, in addition to, suggest alternative strategies to effectively manage discipline. The methodology and research analysis sections will present primary research data and analysis specifically looking at if and how the most important issues covered in the literature review apply to the Capeverdean context. Throughout this paper I will ask the fundamental question: "What are the best practices in managing discipline to achieve an effective learning environment?". Based on the findings in the research analysis section I will make recommendations to respond to the issues raised. In the conclusion I will make recommendations for further research.

CHAPTER I

LITERATURE REVIEW

1. Definitions

Managing discipline in schools has always been an issue within the school environment and has become a priority concern for many schools in 21st century. Studies share with us that novice teachers grapple with the right techniques to deal with problems that arise in the classroom while older teachers know that the sun will rise tomorrow, that is, they are more confident in their approach (Gazin, 2006, np). But what approach is most effective? It is important to define three operative terms: discipline, punishment and desired behavior in order to respond to the question at hand. These terms form the relationship that is at the root of the question.

1.1. Discipline

Among the many definitions given for discipline, the American Heritage Dictionary of English (2006) states that, discipline is (1) an educational process by which staff assists children and adolescents to develop self-control and self-direction necessary to assume responsibilities, make daily living decisions, and learn to live in conformity with accepted levels of social behavior. The American Heritage Dictionary of English further defines discipline as: (2) training to show students that they are expected to produce a specific pattern of behavior, or it is also defined as; (3) punishment for the transgression of the rules established.

Discipline is referred to here as a process that teaches children the difference between acceptable and unacceptable behavior and punishment is seen as the consequence of the undesired behavior. Thus discipline in the classroom can be seen as obedience to classroom rules established by the teacher and punishment as the consequence for not compliance. Likewise, Sulich (2004, np) defines discipline in the classroom as the mutual respect of the rights and duties of teachers and students so that the aims of the lesson can be attained. It is suggested here that discipline includes creating and keeping rules based on a reciprocal understanding and tolerance which requires establishing limits that must not be transgressed.

We are dealing with discipline in two distinct ways here. Firstly, the imposition of discipline as a positive measure, for example the obedience of pre established rules that dissuades misbehavior. Second, lack of discipline, which suggests the transgression of pre established rules which leads to specific punishments. According to Carlson (2007, np) discipline is not only obeying rules, but it can also be punishable by an unwanted (disagreeable) action. The educator applies the stimulus (punishment) to decrease the undesired behavior.

In summary, discipline is seen as a positive and negative action. In positive term it is a process that teaches students how they should behave (preventive), but in negative term it is a punitive measure used to make students stop the undesired behavior (deterrence) or make students pay for what they did (retribution).

1.2. Punishment

There is no single definition for punishment. According to the wikipedia (2007), punishment is the presentation of an adverse event or removal of a positive event which decreases the frequency of that response. Punishment can also be seen as something that causes a behavior to lessen in intensity. Thus punishment can be defined as the presentation of something unpleasant to a wrongdoer when they break a specific rules; a stimulus to make someone stop what they are doing.

1.3. Desired behaviour

The free dictionary (2007) defines behaviour as the action or the reaction of an object or organism under a specific circumstance or, to an environment. Thus human behaviour can be acceptable or unacceptable and its acceptability is measured based on social norms. In the school environment behaviour is considered acceptable if it is aligned with school rules (Wikipedia, 2007). So, we can say that students' behavior is considered acceptable (desired) when it follows stipulated rules and falls in line with the teacher's expectations. This implies that the student is aware of the teacher's expectations regarding his/her behavior in addition to the consequences to be faced in the case of misbehavior.

The relationship between discipline, punishment and desired behaviour

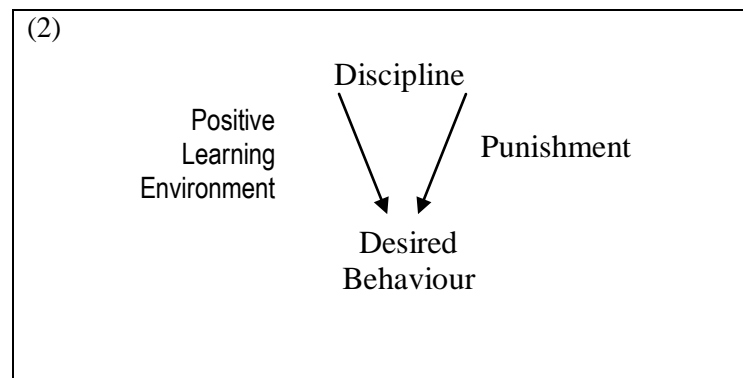
Based on the definitions presented in the previous section, we find a direct relationship between the three factors, *discipline*, *punishment* and *desired behaviour*. If we reformulate these three factors as represented by their definitions into a working equation, we might consider the equation to look as follows:

$$(1) \text{ Discipline} \rightarrow \text{Punishment} \rightarrow \text{Desired behaviour}$$

(Continuum)

This equation suggests that one factor naturally influences the other towards its desired end.

An alternative equation is given below:



This representation suggests that punishment is not the only route nor may it be the preferred or most effective route to attain desired behaviour.

In summary, common believe is that when punishment is metered out it is done as a necessary response to or consequence of misbehaviour: it is used as a penalty to correct the behaviour in question, decreasing or eliminating it or all together. Hence, we can say that punishment is applied with the specific objective to achieve a desired behaviour. However, does this relationship hold true? Is it a best practice? Are there alternatives that work as well or better?

With these there terms defined discipline, punishment and desired behaviour and their relationship illustrated, the next section will further talk about the nature of punishment.

3. The Punishment

3.1. *History of punishment in society*

In civil society punishment is applied by an authorized agent on a person, when rules are broken; these rules range from minor transgressions to capital offenses. Cicero (2007, np) stated that the purpose of punishment is deterrence (punishing with the objective to reduce or to prevent crime) and retribution (punishing with the objective to meter out a just reward in atonement for a crime committed).

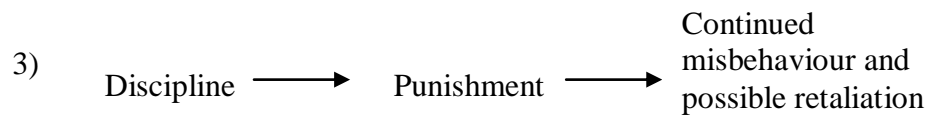
In the past the most common punishments were corporal punishments and capital punishments. According to Reeve (2007), a famous sociologist, slaves were tortured brutally and executed even for minor crimes. In the ancient Greek and Roman societies that were under British control punishment used also included corporal punishment leading to the death penalty. Imprisonment and banishment were also used for less severe crimes. These punishments were brought to England in the nineteenth century. Corporal punishment consisted of whipping, branding, or cutting of a body part. The part of the body cut was the one responsible for the act. The American colonies also adopted the ancient Greek and Roman punishment. Petty criminals were punished physically and incarcerated for several months. In the states controlled by religious principles the punishment was more severe (Carlson, 2007) .

In the 18th century there was a shift away from primitive practices of retribution. (Wikipedia, 2007). It was recognized that punishment often did not fit the particular condition of an offence and the character of the offender. Corporal and capital punishment began to disappear. The consequence for this was the improvement of the penal system and the reduction of severe punishment. Punishment used in school borrows directly from its origin in society.

3.2. *Punishment in schools*

Punishment is used in school as a response to students' undesired behaviors. Reeve states that, the purpose of punishment in school however, is for deterrence rather than retribution. In this way, punishment in schools is used as a way of "dissuading students from future wrongdoing by making the punishment severe enough that the benefit gained from the offense is outweighed by the cost of the punishment" (Reeve, 2007, np). This might be the

ideal behind punishment however, sometimes students don't see the punishment as deterrence for undesired behavior but rather a personal attack that warrants retaliation. There is no connection on the part of the student between the punishment and the student's behavior. When students don't feel that they deserve the punishment metered out, or when they feel attacked, they usually retaliate. The following relationship arises:



This diagram suggests that when students perceive punishment as undeserved, it does not lead to behaviour correction but leads to continued misbehaviour and possible retaliation. Brophy states that punishment often times generates resentment on the part of the students which does not deter the student's behavior (1991). The crucial questions to be considered are: What are the types of punishment used? What is the purpose or intent of the punishment? How might the student perceive and therefore react to the punishment?

3.3- Types of punishment and their effectiveness

There are many types of punishments used at school. The most commonly used are: lowering students' grades, extra work, abusive verbal attacks, suspensions in and out of school and corporal punishment (Doris, 2006). The following discussion will address their use and effectiveness.

3.3.1. Lowering students grades

Lowering students' academic grade is practiced by many teachers however the lowering of a grade has no direct relationship to the student's misbehavior. Good & Brophy tells us that when teachers punish students in a way that is related to the offense it is easily seen as fair. The students can blame therefore see themselves as responsible for losing a privilege because they abused it (Good & Brophy, 1991). A direct relationship between offense and punishment is crucial if students are to accept the punishment received and reflect on it. The student must connect the punishment with the offense; students feel picked on if the teacher punishes them by imposing restriction in an unrelated area (Cotton 2006, n.p.).

The ineffectiveness of this type of punishment depends on context in which it is used. Thomas Good and Brophy (1991) said that students who misbehave frequently are normally lower achievers. When the teacher punishes these students by lowering their grades, they become discouraged and do not seek to improve their performance. On the contrary, if the form of punishment is directly related to the offense, as when a student cheats on a test they are given a failing grade for that test, the student can clearly see the relationship. Here the punishment fits the crime.

3.3.2. *Extra work*

Giving students extra work is usually done when students exhibit a disruptive behaviour in class, i.e. being talkative, writing on school property, etc. Henderson says that when teachers punish students with extra work they will see it as drudgery and not a technique to help them learn (1992). Additionally Good & Brophy state that when a student breaks a rule the teacher can ask him/her to copy the rule five or ten times. This strategy can help the student remember the rule. The teacher can also ask the student to write a short composition about how he/she should behave. This forces the students to think about the rules. After the composition the teacher can discuss the composition with the student. However, if the teacher asks the student to write it fifty or a hundred times, this focuses the student on the punishment and not the student's behavior or the rule/lesson being learned. The lesson is lost in the drudgery or overstatement of the punishment. (Good & Brophy, 1991). The student may respond in a negative way by resenting the punishment or finding it funny, and if students have these kinds of reactions their behavior will not change (Cotton, 2006). School work is very important to the learning process and should not be misused; its misuse can very well send out mixed messages and confuse the student's idea of how school work is important.

3.3.3 *Abusive verbal attacks*

Good & Brophy defines abusive verbal attack as a verbal reprimand (which is normally related to the child's character) that teachers and parents give. The same authors argue that the use of verbal reprimands does not have any corrective function. When it is frequently used it generates resentment on the part of the student which results in the reinforcement and not deterrence of the undesired behavior. This is due to the verbal attack being focused on the student as a person or his/her character and not the action that needs to

be corrected (1941). However, Henderson states that when and if a verbal reprimand is not used frequently, that is, if it is targeted toward a specific behavior and not used to slander the student's character it may reduce the effect of the undesired behavior. The reprimand should always refer to the undesired behavior and not the child's character.

3.3. 4. Suspensions

According to the definition given by Mirrison and Skiba (2001, n.p.) "Suspension is a disciplinary strategy that is administered as a consequence of students' inappropriate behavior. It requires that the student absents him/herself from the classroom or from the school for a specified period of time". There are several different strategies for discipline management and the most severe problems and occurrences usually lead to either suspension in school or suspension out of school. (North Center Regional Laboratory, n.p.)

a) In School Suspension

When students are given in school suspension, they are taken out of the classroom and placed a part from other students. Here the punishment of taking away the privilege of attending class is the intent of the punishment. The student is expected to reflect on the fact that he has been put in isolation that he/she with their movement restricted. Usually dealing with lesser offence the student's punishment is readily known by his/her classmates but not by his/her parents. In school suspension is a strategy that appears as a solution for the discipline design of the suspension out of school (Fisk, 2006). It is seen as a more rehabilitative model of discipline, which offers positive support for the students who cause problems than altogether suspending the students from school. Since the student is at school it is possible for the school officials to punish the inappropriate behavior and intervene in a positive manner with the students (Gazin, 2006). Billings and Enger (1998) said that the in school suspension does not take the place of out of school suspension which is reserved for more serious offenses (Fisk, 2006). This time out strategy can be seen as precursor to out of school suspension.

There are some schools that use the suspension in the school effectively. Haley and Tomezyk said that in some schools the use of suspension in school is so effective that it dramatically changes the student's behavior (2000). In these cases both teachers and students see suspension in school is a real punishment. However, there are schools that use it

ineffectively. It should not be seen as time to get away from learning or catching up on sleep Hardin (1997),

b) Out of School Suspension

Students are suspended from school when they have extremely bad behavior. According to Fisk students are put out of school because of violence, the use of drugs and insubordination. He also said that most of the students who are suspended have a difficult home life and dangerous peer groups. Out of school suspension can allow a student to be away from school for up to 10 days (Mendez, Knoff & Ferron 2002). This strategy is used when a student is severely disrupting the learning environment. The solution for the class is the student removal and hence no further disruption for the class. Sometime this measure is taken because of the physical safety of the students or the school personnel. (Mendez, Knoff & Ferron, 2002).

Some authors agree that suspension out of school is not the best solution. Deridder says that suspension out of the school does not meet the needs of students with behavior problems (1990). Deridder also says that the use of this strategy pushes away the students who need the most support from the school. It also places all the blame on the students, without taking into account the students' emotional or academic needs (1990). In the same way, Markson and Costenbader say that out of school suspension does not eliminate or reduce students' misbehavior. On the other hand students feel angry at the person who suspended them instead of feeling remorse for their action leading up to being suspended (1997). Likewise, Bock, Tapscott and Savner say that out of school suspension is used to provide relief for teachers and have no application on the learning or learning outcomes. He also said that the use of this strategy does not help students learn from their behavior. Therefore suspension out of school creates more problems for the students since they are left at home with no supervision (1998).

3.3.5. Corporal punishment

Corporal punishment is one of the punishments most used in the past and it is still used today. However it has been outlawed in many countries. Good & Brophy define corporal punishment as the deliberate use of pain intended to change a person's behavior (1991). According to Reeve, corporal punishment was given while other students watched. The presence of other students during the act of punishment was important because it increased

the humiliation and also served as an example for the others (2006). This practice was very common and had as its intention to dissuade the other students from committing the same offense.

Although it is not condoned nor acknowledged as correct, corporal punishment remains a hidden but still common way to discipline students. According to Wikipedia (2007) corporal punishment (at school) has been outlawed in 16 European countries. However in Israel, as well in other countries, parents and educators are allowed to physically punish. In the case of Cape Verde the law prohibits corporal punishment as a violation of student's human rights however teachers who still lean toward traditional methods of discipline continue to use it (E.P.D., 2004).

Students don't like to be punished physically and many see it as a personal attack. (Doris, 2006). It is seen as a show of power in an unequal relationship. According to Wikipedia in the sixteenth century some earlier writers on education such as John Locke and Roger Ascham, complained about the arbitrary manner that students were punished (2007). The philosophers and the legal reformers also complained about the use of corporal punishment, arguing that its use was not effective. It influences students' behavior for a short period of time but does not cause any permanent change in their behavior (Wikipedia, 2007).

Good and Brophy said that corporal punishment is used only by ineffective teachers as a way to take out their frustrations and it is most used against younger students from lower social classes who are not able to defend themselves physically or legally "However it is used by inexperienced or poorly trained teachers who have not learned effective alternatives" (Good & Brophy, 1991 p.241). The most common type of corporal punishment used at school now is: shaking by the arms or shoulder, slapping the back of the head or ear (wikipedia, 2007).

Physical punishment focuses attention on itself and not on the behavior that led up to it. It does not make the student responsible for his/her behavior; the offenders normally feel sorry for having gotten caught and not for misbehaving. These authors also said that corporal punishment controls only the hostile students which come from homes where their parents beat them regularly. Therefore corporal punishment does not teach the students appropriate behavior which is the purpose of discipline. On the contrary, it teaches the students to attack when angry Good & Brophy, (1991, p.442).

4. The Role of the Teacher, Student and Institution:

Discipline is a natural part of the learning process and therefore before discipline problems occurs, schools need to put in place systems to prevent discipline them as well as programs to manage the problems that exist. These systems and programs are focused on effective classroom management and teaching self-control. In the absence of such efforts, discipline problems abound. If each actor does not effectively take part in the process, discipline problems results.

4.1- The teacher:

Good classroom management is essential. Henderson (1992) stated that if the teacher does not want problems in the classroom there are some behaviors that he/she must avoid by being a good role model for his/her student. Hence, teachers must always be prepared; if not students will take advantage of the situation. Johnson (2006) added that teachers must dominate the subject he/she teaches.

Beyond inadequate classroom management, sometimes teachers ignore students break school rules. Suilich (2004, n.p.) stated that teachers must avoid inconsistency. Additionally Harmer (1991) tells us that if teachers allow students to break rules the behavior will most likely be repeated. In other words, if teachers are not consistent about enforcing rules they run the risk of sending mixed messages and loosing the respect of the students who do behave. May (2006, n.p.) gave the following statement which can be taken as a summary for the above mentioned: “No matter how tired you are on a particular day or regardless of your mood. You simply cannot ignore the behavioral problems in the classroom. You should try to confront the situation openly and directly. If the others students see that you are serious about enforcing the rules they will be less likely to test your limits.

There are also some teachers that raise their voice to make the students stop misbehaving. Henderson (1992) said that effective teachers should never raise their voices with their students. He added that, there are some teachers that think that they can have the control of their class by raising the tone of their voice. Instead it increases the level of noise in the classroom. He also said that, the teachers should not threaten their students. Likewise Johnson (2006) said that when a student insists on misbehaving, the teacher has to act instead of threaten him/her, by saying that you’ll do something that you don’t intend to do.

Teachers should be responsible for their classes. Henderson (1992) stated that teachers have the responsibility to clearly establish and communicate rules for the class as well as consequences for breaking these rule. By doing this teachers teach their students that they themselves are responsible for controlling their own behavior.

As it has been said teachers should be models for their students. Henderson (1992) stated that if the teachers expect certain behavior from their students they should exhibit the same behavior; teachers should not break the code. “If there is a ban on chewing gum then the teacher should not chew gum. If the homework has to be handed in on time then it also must be corrected promptly” (Henderson, 1992).

Thus positive reinforcement through good class management is desirable if the teacher wishes to serve as a role model who is in charge and has the capacity to enforce school rules and regulations.

4.2- The student:

For students the most important role is practicing self-control. There are many reasons why students misbehave. There are some students that even when the teachers do their best to avoid discipline problems they continue causing trouble in the classroom. Harmer (1991) said that the time of day the classes take place influences the students’ behavior in the class. Johnson (2006) said that if the students are very tired after a long day of study they may find class too challenging. For example if the class is early in the morning the student may feel sleepy; if it is before lunch time the students cannot pay attention to the teacher as the lunch time approaches, since they may think in the lunch time (Suilich, 2004, n.p.).

Moreover, students’ attitudes depend on how they view the teacher, the class, and the subject being taught. Henderson (1992) stated that if students like the teacher because she/he cares for them and the class is not boring, they sympathize with their teacher and do things to please him/her. If they are interested in the class a lot of problems will disappear.

Similarly, there are some students that have the desire to be noticed. Harmer (1991) said that it is typical in adolescents to have bad behavior just to be recognized. He added that the teacher as the leader of the class must be familiar with these students who demand attention, to give them the attention they need in the context of the language class, instead of challenging the behavior and involving the students.

4.3- The institution:

The institution's most important role is developing, articulate and enforcing rules of conducts. Harmer (1991) said that there are some institutions that do not have any consistent policy to deal with discipline problems. Additionally he said that every institution should have a system for dealing with the problems and the students, so that when the student has extremely bad behavior the teachers can consult the coordinator or the department to act on such a student (Johnson, 2006).

Also, students should be informed about the school rules and policies. According to Paiva (1990) if the school does not have a policy to deal with discipline problem the teachers have to press the institution for such a system. If the students know that the school does not have any consistent rule or policy to deal with discipline problems, they will do what pleases them because they know that, they won't be punished (Johnson, 2006). Schools which have a reputation of being well-disciplined are those that are more successful at identifying desired behavior. (Paiva, 1990).

It can be said that if teachers, students and school are not part of the solution they are part of the problems.

6. Summary:

To summarize, punishment is seen as a deterrent for misbehavior. However, when students don't understand the intention of the punisher they miss the lesson innate in the act of punishment and see it for what it was not intended. Some students go as far as retaliation. The purpose of punishment if and when used, should be to deter unwanted behavior. However, the effectiveness of punishments depends on the way teachers use it and on the way students see it.

Among all the common types of punishments used at school, only corporal punishment is considered not effective in any and all circumstances. This is because physical punishment (corporal punishment) teaches students to be violent (Good & Brophy, 1991). Other types of punishment, when related to the offences (when students see it as fair) can be considered effective. This means that if the punishment fits the crime, has greater chance of being effective.

As it has been said punishment as a penalty for transgressing rules. If teachers, students and schools work together discipline problems can be well managed. Students will only transgress the rules if the environment allows them to do so. Therefore, the institution and teachers should be effective managers of discipline problems. In addition schools should work towards preventing discipline problems. The institutions should be responsible to create consistent policy to deal with discipline problems when they arise and teachers as good classroom managers should work proactively towards creating an environment of positive reinforcement teaching students self-control.

CHAPTER IV

Research Methodology

The aim of my primary research was to collect data, from within the Capaeverdean secondary schools, that would help me characterize how students are disciplined and what affect these forms of discipline have on correcting their behavior. My research included two types of tools: questionnaires and interviews which were conducted at six different schools: Amor De Deus High School (a small urban catholic secondary school at Terra Branca - Praia), Cesaltina Ramos High school (an urban public school at Achada Santo António - Praia), Conígo Jacinto (an urban public high school located in Vårzea - Praia), Amilcar Cabral High School (a large peri-urban public school), Escola Secundária Alfredo da Cruz Silva in Santiago - Santa Cruz (a rural public school) and Escola Secundária Constantino Semedo in São Felipe, Praia (an urban public school). Interviews were held with representatives from the Discipline Boards and questionnaires were applied to teachers and students. At each school I asked for the Annual Discipline Report in order to find out the number and the types of offenses and corrective measures most commonly used at the respective schools.

Questionnaires

The questionnaires were given out at six different schools because I wanted to have a large and diverse sample. The first school where I applied my questionnaire was Amor de Deus High School. At this school students and teachers collaborated but with some resistance. At the beginning neither students nor teacher wanted to answer the questionnaire because they were busy with other activities, i.e. preparing for graduation. I learned from this that “timing” is important. Therefore, I asked my support teacher José Maria to help me. Fortunately he was able to help me to convince the students to respond to the questionnaire reinforcing the importance of their contribution as students. All the same, a little less than 1/3 (one third) did not respond. After Amor de Deus I went to Conígo Jacinto, where I was unfamiliar with teachers and the student body. Students and teachers again were hesitant to cooperate; however my ISE colleague Jandira, the only teacher I knew at the school tried to help me but not to much avail. In retrospect, I have come to the conclusion that my approach

to distributing the questionnaires could have been better. There I was standing in the corridor appealing to students to complete the survey, as they passed to and fro. Their responses were of disinterest and for the few who actually looked at the survey, some said that it was too long. I received five back from the students and four from teachers. My next step was Cesaltina Ramos, where I received good results. The very first day I received no resistance at all; I had 100% response rate. On that same day, I sought assistance from one of the internship support teacher in attempt to avoid what happened at the previous school. A fellow colleague Emilinda was of great help; of the twenty-three student surveys she distributed, all responded. In addition she took twenty teacher surveys and gave me eighteen back representing a 90% response rate.

From the remaining three schools I received good results as well: Escola Secundária Alfredo da Cruz Silva (Santiago) 75% response rate (over 20) and 100% response rate from students who asked for more than I had to give. At Escola Secundária Constantino Semedo (São Felipe) out of twenty surveys distributed ten were responded to resulting in 50% response rate. Teacher surveys distributed were fifteen with a 75% response rate. The last school was Liceu Amílcar Cabral. At this school I suffered a degree of disappointment. I thought sure that I would receive an overwhelming response rate being that this is my alma mater, but surprisingly, the response rate was low: 50% students' response out of fifty and 66% teacher response out of thirty; therefore, I extended my research to include the annex in Picos. Here, my close working ties with teachers and administrators proved to be beneficial. The coordinator assisted me in distributing the questionnaires and I received 100% response rate from both students (out of twenty) and teachers (out of sixteen). In analysis, I suggest that when doing research the first thing is to plan the process well and ask for assistance when you are unfamiliar with the school. This should guarantee best results.

I chose to interview only at the schools where I couldn't get the Annual Discipline Report. I interviewed the representatives of the discipline board with the purpose of knowing the types of punishment used at their school. The interviews also had as a main objective to know when and why the different types of punishment were used. It was only at Cesaltina Ramos High that I was not provided with the report, however I was able to interview the Director.

Overall, I believe that the research process was a good learning experience. I became more adept at research methodology and the respondents provided me with good information. I am confident that their contribution will help to better analyze the issue of discipline and I thank them for their assistance.

Chapter V

Results/Results Analysis

Survey responses have been analyzed below showing comparisons between teachers' and students' responses.

1a- Defining punishment: Question # 1: How do you define punishment?

Both teachers and students agreed on the definition of punishment (94% of teachers and 91% of students) as “a penalty that causes behaviour to be corrected”. The students and teachers' definitions are in keeping with the definition found in the dictionary, however one of the professors commented that in his opinion, punishment is an educational process. This definition is also in keeping with the thought that discipline is an intricate and inseparable part of education, as a whole where students are trained to produced desired behaviour not necessarily punished into it.

Even though for the most part, the responses to this question suggest that teachers and students are in common agreement on a definition for punishment, I am of the opinion that they are using the term loosely and in practice apply it differently as per their survey responses throughout the survey. This also implies that although punishment of some form or another is used in schools, it is not well dialogued between teacher and students.

1b- Perception of punishment: Question # 2: Do you think that punishment is an effective way to correct students' behaviours?

Students		Teachers	
%	Responses	%	Responses
65	Yes	72	No
Additional comments		Additional comments	
• Students change their behaviour;		• Students change their behaviour;	
• Students reflect on their actions		• Students become more responsible;	
Of the 35% of who disagreed , they commented as follows:		Of the 28% of who disagreed, they commented as follows:	
• Students Become rebellious and their behaviour only become fearful;		• Students wants to retaliate;	
• Students fear receiving the same punishment again;		• Students become fearful of the teacher;	
• There are better strategies that can be use.		•Talk to students to understand why they misbehave.	

Here again students and teachers agree that punishment can influence a change in (65% of students and 72% of teachers); however, the perception of the students is extremely important. If a student is repelled by the punishment, behaviour is not corrected. To the other extreme, when punishment only strikes fear in the heart of a student the “lesson” is lost. In these two cases desired behaviour is not reached.

Frequency of punishment:

Question # 3 teacher’s questionnaire: Do you punish your students?

Question # 3 student’s questionnaire: Does your teacher punish students in the classroom?

Question # 4b Have you ever been punished?

Respondents overwhelmingly agreed that punishment is used in Capeverdean secondary schools (95% of teacher and 83% of students). This figure confirms not only that punishment is used, but it brings us to the next questions: what are the types of punishment used and for what objectives? In responses to this question we will see that there is a huge discrepancy on how punishment is used and for what offence. 51% of the students surveyed stated that they themselves have been punished at school.

3- Types of punishment and their effectiveness (Does the punishment fit the crime?)

The questionnaire listed nine common classroom behaviours problems and students were asked to state how they are handled.

Questions # 4 student’s and teacher’s questionnaire: On what occasions does your teacher punish students?

Behaviour Problem	How they’re Handled	
	Students	Teachers
Disrespecting the teacher	<ul style="list-style-type: none"> • Offence is recorded; • Suspension; • Put out of class; • Report to the discipline board; • Call the parents; • Request an apology 	<ul style="list-style-type: none"> • Report to the discipline board; • Offence is recorded; • Put out of class; • Verbal reprimand; • Talk to the student; • Suspension; • Give a minus • Call the parents; • Request an apology
Not wearing their uniform	<ul style="list-style-type: none"> • Student is not allowed to attend class/Put out of class; • Offence is recorded 	<ul style="list-style-type: none"> • Put out of class; • Offence is recorded; • Verbal reprimand; • Talk to students;

		<ul style="list-style-type: none"> • Report to the discipline board; • Call parents
Fighting	<ul style="list-style-type: none"> • Suspension; • Report to the discipline board; • Put out of class; • Offence is recorded 	<ul style="list-style-type: none"> • Give a minus; • Lower the student's grade; • Verbal Reprimand; • Ask student to do the homework in the class; • Ask student to do the homework in the library; • Extra work
Speaking without permission	<ul style="list-style-type: none"> • Put out of class • Offence is recorded; <p>Give a minus</p>	<ul style="list-style-type: none"> • Report to the discipline board; • Suspension; • Mark down; • Verbal Reprimand; • Talk to student; • Call parents
Using absence language	<ul style="list-style-type: none"> • Put out of class; • Suspension; - Report to the discipline board; • Offence is recorded; • Put out of class; 	<ul style="list-style-type: none"> • Make them give it back; • Verbal Reprimand; • Make students pay a fine; • Call parents; • Offence is recorded; • Report to the discipline board; • Request for an apology; • Talk to student; • Suspension; • Give a minus; • Put out class;
Taking things from other students	<ul style="list-style-type: none"> • Suspension; • Make them give it back; • Report to the discipline board; • Counsel the student; • Make the student pay a fine; • Offence is recorded; 	<ul style="list-style-type: none"> • Put out class; • Give an extra work; • Reprehension; • Give a minus; • Change the seating arrangement; • Call students attention; • Ask the student to stop; • Ask the student to clean the board
Not doing their homework	<ul style="list-style-type: none"> • Give a minus; • Put out of class; • Offence is recorded; 	<ul style="list-style-type: none"> • Do Not allow to enter in the classroom; • Offence is recorded; • Verbal Reprimand;
Lateness	<ul style="list-style-type: none"> • Do Not allow to enter in the classroom; • Offence is recorded; 	<ul style="list-style-type: none"> • Do Not allow to enter in the classroom; • Offence is recorded ; • Verbal reprimand; • Ask the student extra questions; • Not let present the

		homework;
Drug use	No comment given	<ul style="list-style-type: none"> • Call parents; • Suspension; • Send student to a psychologist; • talk to student

Students mentioned different types of punishment, however they didn't mention all the types of punishment considered most commonly used which was mentioned in the literature review. However suspension was seen as a common punishment. On the other hand, teachers referred to almost all of them, not including abusive verbal attack and corporal punishment. However, one teacher and five students referred to punishment as something different than the punishments listed. It is assumed that they consider punishment as an act more severe..

Students and teachers talked about "Give a minus" which means that students will be evaluated negatively that day because of their offence. This negative evaluation will be calculated into the student's final grade. However, students don't understand this kind of punishment to be a real punishment. This can be deducted because they are avid repeaters. Many feel that receiving a minus is inconsequential and not a real penalty. There are other types of punishment mentioned (verbal reprimand, putting students out of the classroom, calling students parents, etc) that students don't see as a real punishment either. I believe the reason for this is that some students don't feel the weight of these actions; they are not fazed by it. On the other hand other students might react differently because of different home environment or level of self-consciousness and maturity.

When referring to "putting students out of the classroom" some students don't see it as a punishment; on the contrary they see it as a reward. Once out of the classroom students are free to do as they please. They misbehave with the objective of being put out of the class. Here again we are dealing with the student's level of maturity and ability to understand the intent of the punishment within the larger picture: training students in productive and positive behaviours. Verbal reprimands are another type of punishment that is not seen as real punishment. Reprimands are used to censure the student. Teachers may also give advice on correcting the behaviour. The extreme of verbal reprimand is abusive verbal attack. This is where the focus veers from the behaviour and into the student. These attacks are negative in origin and create problems instead of resolving them. None of the teachers not students cited this as a way in which teachers handle problems. However, in my experience as a teacher this does happen.

Looking at the responses given by students and teachers on how offences are handled while there is similarity there is also a lot of differences in how situations are handled. In

some cases there are punishments that do not fit the crime, either being on average too lenient or excessive. This represents a lack of understanding and dialogue between teachers, students and administrators. Whether arbitrarily handled, or not knowing how to proceed, the consequences are the same: mixed messages as to how discipline is handled and confusion in the mind of the students.

Question # 5: Was the punishment effective?

Question # 6 student's questionnaire: Do you think that the punishment was effective?

How was it effective?

Question # 7 student's questionnaire: Did the punishment make you change your behaviour?

How?

Students' responses	
Effective	Not effective
82.19%	17.81%
Additional comments: <ul style="list-style-type: none"> • "It made me change my behaviour" • "It made me reflect before doing something similar" • "I fear receiving the punishment again, that is why I stopped doing what I did" 	Additional comments: <ul style="list-style-type: none"> • "It made me feel angry with the teacher" • "It doesn't make me change my behaviour" • "The punishment I received was not fair"

These results show that in the opinion of the respondents punishment can help students to correct their behaviour. The majority of the respondents 82% stated that after being punished they were inclined to change their behaviour however the remaining 18% of the respondents made clear their aversion to the punishment which yielded negative results. These students were least likely to understand the intent and saw the punishment as unfair.

Respondents here agree with Paiva who said that punishment is effective only if it fits the crime.

Question # 6 teacher's questionnaire: What types of follow up, if any, do you use to ascertain the punishment was effective?

Teachers' responses		
Follow up meeting with students	Follow up meeting with parents	Other
60.75%	26.58%	12.67%
		<ul style="list-style-type: none"> • Observe students behaviour. • Ask others teachers about student's behaviour.

Question # 9 student's questionnaire: What types of follow up, if any, do teachers use to ascertain the punishment was effective?

Students' responses		
Follow up meeting with students	Follow up meeting with parents	Other
27.45%	63.72%	8.82% <ul style="list-style-type: none"> • Observe student's behaviour; • Ask others teachers about this students behaviour

Based on these results we can see that teachers' and students' responses differ. Students' responses shows that the most common types of follow up used to ascertain the punishment was effective is meeting with parents, however teachers' responses show that the most common types of follow up used to ascertain the punishment was effective is meeting with students. This suggests that there is of a clear understanding of how follow-up is done.

Question # 10 student's questionnaire: Which forms of punishment do you think are most effective? How should teachers use these punishments? b) Which forms of punishment are least effective? Why?

7- a) Which forms of punishment have been most successful and why? Give examples.

b) Which forms of punishment have been least successful and why? Give examples

Students' responses		Teachers' responses	
Most effective	Least effective	Most effective	Least effective
Put students out of class: 8% of students	Put students out of class 10% of students.	Put students out of class: 6% of teachers	Put students out of class: 20% of teachers
Lowering student's grade: 0.6% of students.	Lowering students grade: 40% of students	Lowering student's grade: 2 % teachers	Lowering students grade: 10% of teachers
Give a minus 10% of students.	Give a minus: 9% of students	Give a minus: 7% of teachers	Give a minus : 15% of teachers
Verbal and written reprehension 50.4% of students	Verbal and written reprehension: 10% of students	Verbal and written reprehension 65% of teachers	Verbal and written reprehension: 5% of teachers
Extra work: 10% of students	Extra work: 3% of students	Extra work: 5 % of teachers	Extra work: 8% of teachers
Suspension: 11% of students	Suspension: 10% of students	Suspension: 9% of teachers	Suspension: 20% of teachers
Add jobs around the school, i.e. clean the school: 5% of students	Add jobs around the school i.e., clean the school): 4% of students	Add jobs around the school, i.e. clean the school: 3% of teacher	Add jobs around the school, i.e. clean the school: 2% of teacher

Absences: 3 5% of students	Absences: 10% of students	Absences: 3% of teachers	Absences: 15% of teachers
			Corporal punishment: 1% (not mentioned at all) of teachers not mentioned by students
	Abusive words: 4% of students		Abusive words: 4% of teachers

Based on these results we can see that teachers' opinions and students' opinions about the effectiveness of punishments are not very different. The most effective punishment quoted both by teachers and students is oral reprehension, however some students considered it ineffective arguing that students don't pay attention to it. The least effective punishment suggested by teachers is suspension but for students it was lowering student's grades. Students argued that their grades should never be lowered because this does not make them learn from their behavior. On the contrary this makes them angry with the teacher. They also said that when this happens they lose their motivation to study to attend class. Good and Brophy' agree that "students should not be punished by having their grades lowered" as well as Cotton who said: "students feel picked on if the teacher punishes them by imposing restriction in unrelated area". Teachers argue that suspension is not effective because sometimes students see suspension as an earned holiday. Here teachers agree with Tapscott and Savner (1998) when they said that suspension creates more problems to the students since they are left at home with no supervision.

4- Participation of parents and administrators

Question # 5 teacher's questionnaire: Do you involve parents and administrators in your decision to punish the student? Has this involvement been helpful?

a) How do you involve parents and administrators in your decision?

Teachers' responses	
YES	NO
86.07%	13.93%
Additional comments: • In some cases (that are not severe) they are not involved, however if students keep repeating the behaviour parents and administrator will be involved. In cases of physical violence parents and administrator are always involved.	

Question # 8 student's questionnaire: Does your teacher involve parents and administrators in their decision to punish students?

- a) How do they involve parents?
- b) How do they involve administrators?

Students' responses	
YES	NO
75% of students said that parents and administrators are involved in the decision of punishment, since the discipline board is warn and then they communicate students' parents for a meeting. In this meeting students' parents will be informed about what happened. Then they decide the punishment for the students.	25% said that parents and administrators are not involved in teachers' decision of punishment.

In analysis, more teachers and students agree than not, that parents and administrators are involved in the punishment process. Some teachers and students said that parents and administrator are not involved in the decision of punishment, however they responded in question # 4 that in cases of violence and disrespect for teachers they send students to the Discipline Board. The discipline board always informs students' parents when a student goes to the discipline board. This suggests that some respondents are not informed about how the discipline board works.

5- Relationship teacher- students:

Question # 11 student's questionnaire: When teacher punish a student, how does it affect the student who is being punished relationship with the teacher?

- b) When the teacher punishes a student, how does it affect the teacher's relationship with the rest of the class?

Students' responses	
Teacher's relationship with the punished student	Teacher's relationship with the rest of the class?
75% said that they hate, feel angry at the teacher and not motivated to attend this teacher's class. 25% said that they fear the teacher (fear receiving the punishment again). Additional comments: • If the punishment is fair it does not affect; • More respect for the teacher more.	80% said that they feel angry; 20% said that they fee, normal if they have to pay for what their college did. Additional comments: • If the punishment is fair it does not affect; • It would be an example for the rest of the class.

Question # 8 teacher's questionnaire: Has punishing students change your relationship with student punished?

b) Has metering out punishment change your relationship with the class as a whole?

Teacher's responses	
Teacher's relationship with the punished student?	Teacher's relationship with the rest of the class?
<p>60% said that it depends on students and situation; 35% said "yes" 5% said "no" Additional comments: • If the punishment is fair it does not affect, however if it is unfair student become rebellious and sometimes he/she don't feel motivated to attend the class; • If teachers explain the student why he/she receives the punishment, it does not affect. • More respect for the teacher more.</p>	<p>70% said that it depends on students and situation; 20% said "yes" 10% said "no" Additional comments: • The rest of the class have to understand the teacher's attitude; • If they see the punishment as unfair they will get angry at the teacher.</p>

These results show that both students and teacher agree that the teacher relationship with students is negatively affected when students see punishment as unfair. However, students' responses show that they don't like to be punished, even when they misbehave. This also agrees with Paiva said: "the punishment should be related to the offense."

6- Recommendation:

Question # 12 student's questionnaire: Do you have any recommendations that you would give your teachers on the best ways to correct students' behaviours?

Question # 9 teacher's questionnaire: Do you have recommendations that you would give fellow teachers on the best ways to correct behaviours?

Students' recommendations	Teachers' recommendation
<ul style="list-style-type: none"> • Teachers should talk to students to understand students' reasons; • Teachers should be patient, comprehensible and respectful; • Teachers should be students' friend ; • Teachers should create clear rules for the class since the first beginning of the year; • Teachers should treat students equally; • Teachers should send students to the Discipline Board (when they misconduct). 	<ul style="list-style-type: none"> • Teachers should dialogue with their students to try to understand their; • Teachers should be comprehensive, patient, attentive and students' friend; • Teachers should use punishment as the last resource, but explain students why they are being punished; • Teachers should be proactive; • Teachers should be a model for their students; • Teachers should treat students equally, • Teachers should be fair; • Teachers should punish students every time they misconduct; • Teachers should meet wit parents periodically to talk about students'

	<p>behaviours;</p> <ul style="list-style-type: none">• Teachers should establish clear rules for the class since the first beginning of the year;• Teachers should read more about classroom management.
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These results showed that students and teachers believe in the necessity of a positive learning environment to correct their own behaviours. This goes with what the Academy of Pediatrics (2004) “child learn more when adults take interest in what they do by praising their good behaviors give them opportunities to participate in important decisions making.”

Annual Discipline Report

I also had the opportunity to review the annual reports of discipline. The annual discipline report 2006/07 and the interview (I did in Cesaltina Ramos and in Escola Secundária Constantino Semedo) show that the punishment most commonly used in our schools is suspensions. However in Amilcar Carbal High school, the most commonly used punishment is verbal and written reprimand. Suspensions are only used in cases of repeat offenses (32 cases of verbal reprehension, 13 cases of written reprehension and 5 cases of suspensions).

All schools six surveyed punish students with school work (clean the classrooms, bathroom, take care of the school garden, etc.), however at Amor de Deus every suspended students have to do some work at school during the period of suspension.

The number of students punished at the remaining five schools is: 50 students were suspended this year at Escola Secundária Alfredo Da Cruz Silva. 68% of these students are male students and 32% are female students; at Escola Secundária Constantino Semedo 79 students were suspended, 70% were male students and 30% were female students; the number of students punished at Amor De Deus are 28, 2 of them received oral reprimand and the others were suspended. 46% were female and 54% were male students. At Cesaltina Ramos 80 students were suspended, 44% were female and 56 were male students.

All the students punished were due to acts of violence and disrespect (for teachers, colleagues, school itself, etc.). Suspension is most common in the first cycle among boys. This may be because students in the age of twelve to sixteen like challenges. This idea agrees with what Henderson said about working with teenagers being very challenging.

All the cases of discipline problems (disrespect for the school, teachers, colleagues, school servants, etc) are solved by intervention of the Discipline Board. There the offender(s), the victim(s) and the witness(es) are heard. Parents, educators and the teacher and the “*director da turma*” are involved in this process. The punishment is published only after the parents or educators of the involved student are informed.

Summary:

Responses to the surveys supported the argument that punishment is an effective way to correct students’ behavior. Important issues that came out of teachers and students responses are discussed below.

Both teachers and students’ responses pointed to punishment as penalty that causes behavior to be corrected. This may mean that teachers punish their students as a way to

dissuade future wrongdoing and promote desired behavior. Researchers have found that teachers should explain students why they are being punished. The results conclude that both teachers and students see punishment as an effective way to correct student's behavior, however, teachers have to tell students why they are being punished. Some teachers and students also see punishment as an ineffective way to correct students' behavior, since it makes students become rebellious. The punishment will be effective only when students see it as fair.

Parents and administrators are involved in the decisions of punishment through meeting among teacher, parents, administrators and students. For simple cases (not extremely bad behaviors) they are not involved, teachers solve it in the class, however if it has relapse parents and administrators are involved. The most sever cases are always solved in the Discipline Board with the presence of teachers "*director de turma*" and parents.

Teachers' and students' recommendations show that both feel the need to have a positive learning environment. Both of them think that teachers should use proactive measures to deal with discipline problems (see Recommendations).

The following chapter gives recommendations on creating a positive and proactive school environment working towards the prevention of discipline problems.

CHAPTER VI

Recommendations

When we talk about how to remedy discipline problems in our schools, we need to differentiate between prevention (creating a positive atmosphere that would reduce the discipline problems at school) and management of discipline; (creating approaches to correct students' misbehaviour already exhibited). This is necessary because although discipline problems do exist there are well-behaved students who go un-noticed because of their good behaviour. The school focuses only on those who misbehave. There needs to be a proactive system of recognition and rewards to hold up as an example those who do behave and allow these students to interactively work with the others to serve as example and possibly peer support. Therefore, we need to create an environment that encourages good behaviour in order to reward those who are not inclined to misbehave and encourage others who do misbehave to change their behaviour; these students need to be taught self control. When desired behaviour change is reached, students need to be acknowledged for this effort.

This chapter will give suggestions on how to motivate students to maintain good behaviour by becoming responsible for their own behaviour. These effective discipline strategies have a positive effect on the learning process.

Classroom management consists of a wide array of consistent and proactive techniques and practices. For the teachers to relate the lesson effectively, the classrooms must be well managed" (Johnson, 2006). For this it may be important for teachers to create an environment in the classroom that will reduce the risk of students misbehaving and therefore spending more time learning the objectives of the lesson. But how do teachers prevent these behavior problems? What techniques and strategies should teachers use to prevent and deal with behavior problems in the classroom?

Good classroom management and instruction can not be separated, they are closely related. Classroom management does not have to be seen as an end on to itself, it is just one of the tools that a teacher uses. For example, when teachers plan their lessons carefully, vary the activities, and creatively organized the classroom environment, they are at the same time contributing towards good classroom management which in turn creates a productive learning environment (Arends, 1999).

Magdalena Sulich (2004, n.p.) said that the problem with discipline starts in the class when teachers believe that the students will learn only when they are quiet and still. She also said that, this is connected to another belief that, the only one who should and can teach is the teacher. When the teacher has this belief he/she does not do anything to motivate their

students or to keep their attention. They also do not look beyond the misbehavior to why student is misbehaving.

According to the American Academic of Pediatrics Committee on Psychosocial Aspects of Child and family health (2002), an effective discipline strategy must have three vital elements:

- 1) A learning environment characterized by positive, supportive teacher-students relationships;
- 2) A proactive strategy for systematic teaching and strengthening of desired behaviors;
- 3) A reactive strategy for decreasing or eliminating undesired or ineffective behaviors.

1. A learning environment characterized by positive teacher-students relationships.

Within this element of effective discipline strategies there are some suggestions that promote good teacher-student relationship. They include: establishing democratic rules, analyzing and resolving disruption and facilitating students autonomy based on these democratic rules.

The class in which a caring teacher is the leader begins with the idea of sharing purposes and mutual respect. According to Henderson (1992) the class is formed by teachers and students so, they have the responsibility to transform the classroom in a special environment to learn. Additionally he said that teachers' role is to check if each class has become a community in which learning takes place where there is no space for physical or psychological abuse.

The effective managers teaches his/her students to trust in community values in all circumstances. Henderson (1992) stated that students should not feel threatened, inferior, maligned or inadequate. They have to enter in the classroom with expectation of success and leave it with feeling of satisfaction and accomplishment.

One of the ways to contribute to a democratic learning community is establishing clear rules and procedures with inputs from the students. Good & Brophy stated that making the students participate in the development of a discipline program creates a sense of ownership and belonging because they have an investment in and are part of the decision making that goes on. If they own their actions they become self disciplined. Teachers should let their students decide on the rules for their class and also the consequences for breaking the rules. Likewise Henderson (1992) stated that teachers should share his/her authority in the classroom with his/her students discussing jointly determining the rules and the procedures for the classroom, also finding mutual solutions. When students are given opportunities to participate in making important decisions, they feel more responsible. For example if

students are involved in the discipline process he/she will do his/her best in order not to break the rules. Henderson (1992) adds that teacher should also establish limits. This means that students have to know that there are some rules that are not negotiated. Rules that they have to live by such as: not leaving the room without the teacher's permission or not annoying other students.

Negotiation among teachers and students should be done in a way that would be significant, relevant and valuable for the group. Good & Brophy (1991) state that classroom rules should be flexible and may be modified throughout the year. The rules that are democratically shared must be democratically taught, so that every body can internalize them.

There should be group consensus. Henderson (1992) said that it is very difficult to achieve a consensus in a group. Additionally, he stated that teachers have the responsibility to teach their students that group consensus is desirable and achievable. To teach this, teacher can use the cooperative learning (Paiva, 1990). This might be done where students sit together helping each other by sharing their experiences. In this way teachers teach explicitly the importance of respecting each other and what fairness means. When working with their colleagues, they will also learn about the different culture in the world, and that each individual person has his/her own interest and beliefs (American Academy of Pediatrics, 2006, np).

The teacher must establish a positive relationship with their students before behavior problem develops. Collins & Tamarkin (1982) stated that if it is necessary to discipline a student the teacher must do it in a caring manner. These authors added that teachers should show empathy and understanding for their students out-of-class problems/stressors that may contribute to problem behaviors. The teacher should also be direct with their students about the negative consequences of inappropriate behavior. The teacher should also work diligently to teach them that self-discipline and self-determination are necessary for success.

2- A proactive strategy for systematic teaching and strengthening of desired behaviors

Teachers should know his/her classes and the students who disturb the class. Knowing each student the teacher will know which strategy to use in the different situations in the classroom.

To teach and strengthen the desired behavior, teachers can use many different strategies. Arends (1999) stated that one of the strategies that teachers can use is establishing behavior expectations for the students. Additionally Collins (1999) said that teachers must tell their students what they expect from them. Teachers should tell their students what they expect from them: that they are expected to behave in a way that contributes to the learning

process. Collins also argues that teachers who hold a low expectation of their students are not helping them to be successful by putting a ceiling on their potential.

Teacher should help their students believe that they are able to excel in everything they do by trying their best. This includes adopting good study habits and controlling their behavior. Henderson (1992) said that self control can be taught directly or indirectly. Directly through systematic and situational-based instruction implies for example, if the teacher expects his/her student to raise his/her hands before answering to a question, the teacher should tell to his/her students this expectation. In this way the student will know what the teacher expects from them. Indirectly would be through discussion and the teacher modeling.

Students should also communicate their expectations. According to Collins (1999) teacher should also ask students to identify their behaviors expectations. Having done this the students are challenged to change their inappropriate behaviors, because of the teacher's expectation or because of the situation they are placed in.

The teacher can also use Glaser's approach to classroom management that emphasizes self control. This approach is based on insight and group control based on social pressure (Doris, 2006). This author also stated that this approach involves real therapy in which the students are taught to see themselves as they really are by learning how others see them. When the others react negatively on what they do, they feel motivated to change their behaviors. Likewise Gazin (2006) said that this way students feel responsible to cooperate within the learning environment. Students who fail to fulfill this responsibility are warned that they are not allowed to continue this way, but they are also encouraged to solve their own problems; the problems are discussed during teacher-student meetings where the teacher functions as a leader of the discussion and not as an authorities figure. The students are encouraged to speak freely. The teacher may occasionally clarify or try to keep the discussion on the topic until a solution is achieved. This approach helps students change their behaviors (Good & Brophy, 1991).

Another way to teach and strengthen desired behavior is by recognizing and reinforcing desired behaviors. Good & Brophy (1991) stated that the general principle of reinforcement is "Behaviors that are reinforced will be retained, but those that are not reinforced will extinguish". The same authors said "that most sources of advice to the teachers urge the teachers to recognize and reinforce the students' good conduct, contribution to the lesson or the academic work".

Students' achievement must be praised, but the teachers must know who to praise, under what conditions and what kind of praise. According to Good & Brophy (1991) there are some kinds of behavior that are automatically reinforced, and do not need teacher

reinforcement. Behaviors that lead students to success do not need reinforcement because they are automatically reinforced. Attention to the teacher and an effort on an assignment normally leads the students to successful performance and feelings of satisfaction. When this happens the student gains the teacher' and their colleague's respect. In this way they feel motivated to keep up these kinds of behaviors (Leah, 2006). Even when the reinforcement is relevant, the teachers must know how much time to use it ("too much of even good thing is still too much") and with which student to use it, since everyone has its own personality and different motivational systems (Leah, 2006). The teacher can use the same praise with different students that exhibit similar behavior and one favorably responds while the other doesn't. (Good & Brophy, 1991).

3- A reactive strategy for decreasing or eliminating undesired behaviors.

When students misbehave the teacher should use strategies to stop the undesired behavior especially if it put others students in danger. According to Good & Brophy (1991) there are two discipline approaches that are most used to eliminating undesired behaviors. These approaches are the time-removal of privileges and punishment. They can both be effective when they are well applied. They work in different ways and have different short and long term effects. For both strategies the following aspects may increase their effectiveness:

- ▶ Clarity on the part of the teacher and the student about what the problem behavior is and what consequence the student can expect when this behavior occurs;
- ▶ Providing a strong and immediate initial consequence when the targeted behavior first occurs;
- ▶ Consistently providing an appropriate consequence each time a targeted problematic behavior occurs;
- ▶ Delivering instruction and correction calmly and with empathy;
- ▶ Providing reasons for the consequences for a specific behavior.

3.1 Time out removal of privileges

To better understand this strategy it is necessary to define it first. Doris (2006) defines it as the removal of positive reinforcement for desired behaviour. Additionally Doris said that to apply this strategy the teacher can cooperate with the students' parents telling them the problem and try to look for the solutions together.

The time-out removal of privileges involves the removal of parents' attention, exclusion from the group and denying participation in the activities they like such as watching television, loss of driving privileges. Leah (2006) stated that when students feel that their

privileges are removed, and that it was removed for an appropriate reason, this strategy will be effective. However Good & Brophy said that the first time we implement the time-out removal of privileges we have to be consistent because the undesired behavior can increase, if students test the limit of their teachers and parents using emotional behaviors.

Although this is effective as a long term strategy, Leah (2006, n.p.) said that sometimes it fails because parents find it hard to ignore their children. It is very emotionally for parents to ignore their child when they are pleading and bargaining for the end of time-out.

3.2- Punishment

The effectiveness of the punishment depends on the way the teachers present it to the students. According to Good & Brophy (1991) effective teacher should warm his/her students in a smooth way (without dramatization or use of negative statements showing power). Doing this the teacher shows the students that he/she uses the punishment only because they leave the teacher no choice.

If the student is disrupting the class, the teacher should punish him/her, but the punishment should be related to the offense. Good & Brophy (1991) gave the following example: "If students misuse materials, for example, it may be most appropriate to restrict or suspend their use of them for a while. If they continually get into fights during the recess, they can lose the recess privileges or be required to stay by themselves. If they are continually disruptive, they can be excluded from the group". Additionally these authors stated that when the teacher excludes the students from the group, he/she must handle it properly. Otherwise it will be a reward instead of a punishment. The excluded student must be placed where he/she is prohibited from having attention from their colleagues and the teacher. He/she has to feel physically and psychologically excluded. This student can be placed in a place where he/she face the wall. Paiva (1990) said that when the teacher punishes their students he/she should tell them why they are being punished. This explanation will make the distinction between the undesired behavior and their overall acceptance as a person. The students should know why they are being punished and how they can regain their normal status.

In summary these positive strategies support the student's ability to democratically control the way people treat him by controlling his own behavior. Proactive strategies are more desirable than punitive strategies and should be implemented when possible.

Conclusion

This thesis had as its main objective to analyze the effects of punishment on correcting behavior. It was revealed that teachers punish their students with the intention to dissuade future wrongdoing and promote desired behaviors but that is not always the outcome. It was suggested in the literature review and confirmed in the field research that when students do not understand the intent of punishment and/or see it as unfair, there is very little to no behavior change. Therefore, the effectiveness of punishment depends on the way teachers use it and students perceive it. It was always revealed that while both students and teachers surveys agree on a common definition of punishment, how they understand punishment to be applied is very different; these suggest that on the practical end there is very little agreement. To further the argument some teachers and students lean more towards others strategies proactive strategies to correct behavior.

The field research showed that the topic at hand is dealt with in a subjective matter and despite of the efforts to make sense out of an age-old practice there are a lot of incongruence in the process.. What was meant to correct is sometime given out as retribution and is often seen by the students as reason to retaliate. This affects student teacher relationships, motivation levels and finally class morale. The lack of well articulated standards and a well designed enforcement program results in inadequate measures, frustrated teachers and unacceptable student behavior.

Bearing in mind the revelations of my study I think that teachers should be more proactive than reactive. Teachers can do this by focusing more on preventing discipline problems than managing them. Ideally both interventions are necessary. By teaching students self-control, which would be one of the ways to create a positive learning environment, students become responsible for their own behavior instead of waiting to be punished. Teachers should also promote good relationship between themselves and their students. Having done this, we can not say that we have taken a giant step in the right direction towards correcting student's behavior. If we are not contributing to its reduction we are indeed contributing to its proliferation.

With this in mind I would like to suggest that: 1- teachers should sit down in open dialogue with students, parents and school to talk openly about discipline with the objective to create, revise or support internal school rules and commonly accepted consequences; 2- where as punishment is used to manage discipline problems, create a positive learning environment

to prevent discipline problems; 3- open dialogue should be maintained to create a strong forum of response to problems that may arise.

In addition, I recommend for future research a study be done on best practices for positive rewards system. I would like to acknowledge my gratitude for the work done by Manuela Gomes that served as a stepping stone for my thesis. May this thesis serve in the same capacity for other ISE students.

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Appendices

Appendix # I

Instituto Superior da Educação
Department of foreign Language

Questionnaire for students

Dear student:

This questionnaire has been written to help me complete my research on the relationship between punishment and correcting behaviour in Capeverdean secondaries schools. Your thoughtful answers will help me write a report that will be mad available to all participants. Thank you very much for your thoughtful and honest responses.

Age: _____0

Level of education: ☐ 7th ☐ 8th ☐ 9th ☐ 10th ☐ 11th ☐ 12th

Sex: ☐ F ☐ M

1- How do you define punishment?

- a) ☐ Causing one to suffer for an offence.
 b) ☐ To abuse or treat improperly.
 c) ☐ Refers to a penalty that causes behaviour to be corrected.
 d) Other: _____

2- Do you think that punishment is an effective way to correct students' behaviours?

☐ Yes ☐ No

Please, explain: _____

3- Does your teacher punish students in the class?

☐ Yes ☐ No

4-a If yes, on what occasions does your teacher punish the students?

Offences	How are the students punished?
<input type="checkbox"/> Coming late to class.	
<input type="checkbox"/> Excessive talking.	
<input type="checkbox"/> Not doing their homework.	
<input type="checkbox"/> Not dressing their uniform.	
<input type="checkbox"/> Using drugs	
<input type="checkbox"/> Disrespecting the teacher.	
<input type="checkbox"/> Stealing.	
<input type="checkbox"/> Using abusive language	
<input type="checkbox"/> Physical fighting.	
Other:	

4b- Have you ever been punished at school?

☐ Yes ☐ No

If yes, what did you do to be punished?

5- Do you think that the punishment was effective?

☐ Yes ☐ No

How was it effective?

6- Did the punishment make you change your behaviour?

☐ Yes ☐ No

How?

7- Does your teacher involve parents and administrators in their decision to punish students?

☐ Yes ☐ No

a) How do they involve parents?

b) How do they involve administrators?

8- What types of follow up, if any, do teachers use to ascertain the punishment was effective?

☐ Follow up meeting with students;

☐ Follow up meeting with parents;

☐ Other: _____

9- a) Which forms of punishment do you think are most effective? How should teachers use these punishments?

b) Which forms of punishment are least effective? Why?

10- a) When teacher punishes a student, how does it affect the student who is being punished relationship with the teacher?

b) When the teacher punishes a student, how does it affect the teacher's relationship with the rest of the class?

11- Do you have any recommendations that you would give your teachers on the best ways to correct students' behaviours?

Appendix # II

Instituto Superior da Educação Department of foreign Language Questionário para alunos

Querido (a) aluno(a)

Este questionário foi escrito para me ajudar na minha pesquisa sobre a relação entre o uso da punição e correcção do comportamento do aluno nas escolas secundárias de Cabo Verde. As suas preciosas respostas irão me ajudar a escrever artigo que estará disponível a todos os participantes. Muito obrigada pela sua preciosa e honesta colaboração.

Idade: _____

Nível de escolaridade: ☐ 7º ☐ 8º ☐ 9º ☐ 10º ☐ 11º ☐ 12º

Sexo: ☐ F ☐ M

1- Como defines a punição?

- a) ☐ Fazer uma pessoa sofrer por uma ofensa.
- b) ☐ Abuso ou tratamento impróprio.
- c) ☐ Refere-se á uma penalidade que faz corrigir o comportamento.
- d) Outra: _____

2- Achas a punição uma boa maneira de corrigir o comportamento dos alunos?

☐ Sim ☐ Não

Explica, por favor: _____

3- O teu professor pune o aluno na sala de aula?

☐ Sim ☐ Não

4- Se sim, quando é que o professor pune os alunos?

Ofensas

Como é que os alunos são punidos?

<input type="checkbox"/> Chegar atrasado para a aula	
<input type="checkbox"/> Falar muito (perturbando a aula).	
<input type="checkbox"/> Não fazer o TPC.	
<input type="checkbox"/> Não usar uniforme.	
<input type="checkbox"/> Disrespeitar o professor.	
<input type="checkbox"/> Roubar o material do colega	
<input type="checkbox"/> Uso de palavras abusivas.	
<input type="checkbox"/> Briga com os colegas	
<input type="checkbox"/> Uso de drogas.	
Outro:	

b) Já alguma vez o professor te puniu na escola?

☐ Sim ☐ Não

Se sim, o que é que fizeste para ser punido (a)?

5- Essa punição foi efectiva?

☐ Sim ☐ Não

Porque?

6- Achas que essa punição foi efectiva?

☐ Sim ☐ Não

Como?

7- Essa punição fez te mudar o seu comportamento?

☐ Sim ☐ Não

Como?

8- Os pais e administradores são envolvidos na decisão de punir os alunos?

☐ Sim ☐ Não

a) Como é que os pais são envolvidos?

b) Como é que os administradores são envolvidos?

9- O que é que o professor faz depois da punição para saber se a punição foi efectiva ou não?

☐ Reunião com o aluno;

☐ Reunião com os pais;

☐ Outros: _____

10- a) Quais são as punições que você acha mais efectiva? Como é que o professor pode usar essas punições?

b) Quais são as punições que achas que não são efectivas? Porquê?

11- a) Como é que uma punição afecta a relação entre o professor e o aluno punido?

b) Como é que uma punição afecta a relação entre o professor e o resto da turma?

12- Tens alguma sugestão a dar aos seus professores no sentido de ajudar a corrigir o comportamento do aluno?

Appendix # III

Instituto Superior da Educação
Department of foreign Language
Questionnaire for teachers

Dear teacher:

This questionnaire has been written to help me complete my research on the relationship between punishment and correcting behaviour in Capeverdean secondaries schools. Your thoughtful answers will help me write a report that will be made available to all participants. Thank you very much for your thoughtful and honest responses.

Age: ☐ 20-24 ☐ 28-30 ☐ 31-35 ☐ + 38

Level of education: _____

Years of experience in teaching _____

Sex: ☐ F ☐ M

1- How do you define punishment?

- e) ☐ Causing one to suffer for an offence.
 f) ☐ Abuse or treat improperly.
 g) ☐ Refers to a penalty that causes behaviour to be corrected.
 h) Other:

2- Do you think that punishment is an effective way to correct students' behaviours?

☐ Yes ☐ No

Please, explain: -

3- Do you punish your students?

☐ Yes ☐ No

4- If yes, on what occasions do you punish the students?

Offences

What types of punishments do you use?

<input type="checkbox"/> Coming late to class.	
<input type="checkbox"/> Excessive talking.	
<input type="checkbox"/> Not doing their homework.	
<input type="checkbox"/> Not dressing their uniform.	
<input type="checkbox"/> Using drugs	
<input type="checkbox"/> Disrespecting the teacher.	
<input type="checkbox"/> Stealing.	
<input type="checkbox"/> Using abusive language	
<input type="checkbox"/> Physical fighting.	
Other:	

5- Do you involve parents and administrators in your decision to punish the student? Has this involvement been helpful?

☐ Yes ☐ No

a) How do you involve parents and administrators in your decision?

6- What types of follow up, if any, do you use to ascertain the punishment was effective?

☐ Follow up meeting with students;

☐ Follow up meeting with parents;

☐ Other: _____

7- a) Which forms of punishment have been most successful and why? Give examples.

b) Which forms of punishment have been least successful and why? Give examples.

8- a) Has metering out punishment change your relationship with student punished?

☐ Yes

☐ No

Please explain:

b) Has metering out punishment change your relationship with the class as a whole?

☐ Yes

☐ No

Please explain:

9- Do you have recommendations that you would give fellow teachers on the best ways to correct behaviours?

Apendix # IV

Instituto Superior da Educação
Department of foreign Language

Questionário para professores

Querido (a) professor(a)

Este questionário foi escrito para me ajudar na minha pesquisa sobre a relação entre o uso da punição e correção do comportamento do aluno nas escolas secundárias de Cabo Verde. As suas preciosas respostas irão me ajudar a escrever artigo que estará disponível a todos os participantes. Muito obrigada pela sua preciosa e honesta colaboração.

Idade: ☐ 20-24 ☐ 28-30 ☐ 31-35 ☐ + 38

Nível de escolaridade: _____

Ano de experiência: _____

Sexo: ☐ F ☐ M

1- Como defines a punição?

a) Fazer uma pessoa sofrer por uma ofensa. ☐

b) Abuso ou tratamento impróprio. ☐

c) Refere-se á uma penalidade que faz corrigir o comportamento. ☐

d) Outra:

2- Achas a punição uma boa maneira de controlar o comportamento dos alunos?

☐ Sim

☐ Não

Explique, por favor:

3- Você pune os teus alunos?

☐ Sim

☐ Não

4- Se sim, em que ocasião é que punes os alunos?

Ofensas

Que tipos de punição usas?

Chegar atrasado para aula.	
Falar muito.	
Não fazer o TPC	
Não usar uniforme	
Disrespeitar o professor.	
Roubar o material do colega.	
Uso de palavras abusivas	
Uso de drogas.	
Briga com os colegas	
Outros:	

7- Envolves os pais e administradores na tua decisão de punir os alunos. Esse envolvimento é considerado útil.

☐ Sim ☐ Não

a) Como é que os pais e administradores são envolvidos nessa decisão?

8- O que é que o professor faz depois da punição para saber se a punição foi efectiva ou não?

☐ Reunião com o aluno;

☐ Reunião com os pais;

☐ Outros: _____

9- a) Quais são as punições usadas que sempre teve sucesso? Porquê? Exemplifique.

b) Quais são as punições usadas que são de menos sucesso? Porquê? Exemplifique.

10- O uso da punição afecta a relação do professor com o aluno punido?

☐ Sim ☐ Não

Explica por favor:

b) O uso da punição afecta a relação do professor com o resto da turma?

☐ Sim ☐ Não

Explique por favor:

11- Tem alguma recomendação a dar aos seus colegas professores no sentido de ajudar a corrigir o comportamento do aluno?
